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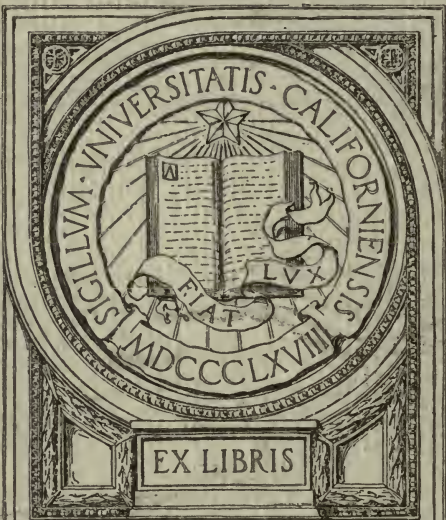


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# THE PUBLIC PLAYGROUND

## An Interesting Development in Education



"Batter up!" at Chico Normal Training School.

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*This is the third of a series of leaflets on Health Conservation authorized by the legislature of 1911 at the request of the Women's Christian Temperance Union of the State of California, under the auspices of Mrs. Sara J. Dorr, the president, and Miss Anna E. Chase, the secretary. It is, therefore, appreciatively inscribed to the good women of that organization, those who never weary in well doing, and who make such a powerful influence for good in every corner of our commonwealth.*

70 VIBU  
A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z.



## INTRODUCTORY.

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This circular is to call the particular attention of the people of California to a great social movement that has spread over our whole country almost in a day, so quickly that we hardly realize it, or understand it — the Playground Movement.

This country is so strong, so young, so full of lusty strength, that it has not had as yet much thought of the future. It has never stopped to worry about the kind of human beings who are coming on. It has been so eager in developing its resources, so swift in its pursuit of dollars, so engrossed in spending money, that little thought has been given to preserving the sane and wholesome human life that is necessary to the real prosperity of any land.

Opportunity for relaxation and play are necessary, just as food and drink are necessary. Without them, man is a morose, dissatisfied and dangerous demon. Those who own the country now and run it now must give thought and time and money to the play of the young people who are coming on. They withhold it at their peril and at the peril of the land.

We are herding incredible numbers of artisans and laborers into congested cities, with no opportunity for relaxation and exercise in the open air.

We have been building huge schoolhouses on the crowded streets, and filling them full of thousands upon thousands of children without opportunity at home or at school for natural play in the sunshine and the open air.

We drive the little boys and their games of ball away from the vacant lots in order to cover the lots with buildings — and give the boys nothing instead. We make grand parks and fill them with flowers and grass and shrubs — not for the poor people and the children to use, but for the rich people in good clothes to admire and point to with pride.

We give our school grounds to the janitor rather than to the children. The youngsters are penalized if they come early or stay late. The school hours are arranged for the convenience of the teachers rather than for the good of the children. The whole school plant is used less than half of the time.

All these things and many others of similar import constitute a peril to our nation that good citizens must face. The Playground Movement is directed against it. Therefore, I venture to send this little message to the good people of the Golden State, asking them to read it and think about it.

Very truly yours,

EDWARD HYATT,  
Superintendent Public Instruction.

310346

## A MODERN PLAYGROUND.



General view of the Echo Park Playground at Los Angeles, one of the largest and most modern in the country. This shows a characteristic setting and characteristic activities.



The great American game as it is played at Echo Park. Lungs and arms and legs are given the work intended for them, and necessary for health. Note the wide spaces afforded by this playground. Some such opportunity is necessary to the safety of the state wherever there are congested populations.

# THE PUBLIC PLAYGROUND

## An Interesting Development in Education

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Prepared by

FREDERICK B. MOORE

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### I.

#### WHY PLAYGROUNDS?

Play is the natural activity of childhood. It is through play that the teacher enters into intimate touch with the child and secures an actual personal influence over him. Children get their real life largely through play and derive from it their interests, on which education must always largely depend.

Yet, it is only within the last dozen years that Americans have begun to realize the importance of play and to meet this need, that is greater and deeper and more vital than any need for books and study.

The America of our grandfathers was essentially rural. In the latter third of the nineteenth century, however, new economic and industrial conditions gave rise to a great tide of humanity sweeping city-ward from the fields and villages. Cities grew at a rate truly marvelous. The native population became urban in many great sections of the land. The people were drawn into the cities. Born of a race of pioneers, adapted by heredity and inclination to the free, open, vigorous life of the farm and woodland, the children bore the brunt of the change. They were the ones who suffered most. They were crammed into tenements and flats; herded into schools without room for active play; pressed harder and harder by more exacting teachers; forced to seek recreation in the canyon-like streets, in foul air and moral contamination. They were restricted more and more closely by ever-increasing laws and ordinances. They were given a strange environment that took the pink from their cheeks and the steel from their natures. Through them the race was degenerating. The new generation, the citizens of the future, were forgotten. Now, recognition for their welfare is coming, and the cities generally are beginning to value and conserve the strength, vitality and sanity of their men and women of to-morrow, even while they are paying in sickness, and crime, and vice, and anarchy the price of past neglect.

The movement has spread throughout the land. From a recognition of the play need has grown a realization of the benefits of *organized* play. This, linked with a movement to make the school the civic and social center of each community, has extended the scope of the Playground Movement even to the rural districts. It has a message for every community in the land.





This is an interesting view of the yard of the Frank McCoppin School in San Francisco, Miss Sarah B. Jenkins, principal. It shows a play festival in progress, with the children of the school as participants and the adults of the neighborhood as spectators. This is a new use for the small city school yard, and is an excellent thing, not only for stimulating the interest of the children themselves in their school, but also for promoting a community spirit, and for making of the schoolhouse in a sense the social center of the community it serves. Note the basketball equipment shown, and the modern outside stairs.



## II.

### HISTORY AND IDEALS.

Historically, the Playground Movement in this country began in Boston in 1886, but concerned itself then only in a limited way with the needs of small children. For a dozen years thereafter the movement lay dormant, until in 1898, the beginnings of the world-famous Chicago system were made. Upon this, especially the big recreation center system of South Park, have been modeled a very large number of the public playgrounds all over the United States. The growth was slow, even after the beginning was made. In 1906, but forty-one communities in the United States had supervised playgrounds. There were but eight playground associations and no State playground legislation. Ninety cities maintained playgrounds in 1907, one hundred and seventy-seven in 1908 and three hundred and thirty-six in 1909. During 1910, a hundred and ninety-five more cities began playground campaigns, and the movement is now general throughout the United States. New Jersey, Massachusetts, Virginia, Ohio, Washington and California led in enacting playground legislation, and others have followed till now sixteen States have such laws. In the last decade, municipalities in this country have expended considerably over \$60,000,000 on playgrounds alone.

#### IDEALS ARE SOCIAL.

The ideals of the movement have been primarily social from the first. In the very beginning, they were negative—to keep the children away from the physical, social and moral dangers of the street. With its growth the movement has taken up a series of positive social and economic aims. The forms of activity are quite varied, including besides ordinary games, play and swimming, such things as dramatics, motion pictures, gardening, civic clubs, folk dancing, industrial work, libraries, self-government clubs, singing, story telling, play festivals.

Thinking people realize that through the recreation center workers are made more efficient, so that factory and other industrial labor will be better done because the operatives will be better fitted for their tasks. They realize that scientific study of juvenile delinquency has shown that recreation centers are powerful agents in reducing juvenile crime. They realize there is no more effective way than this of fighting tuberculosis. They appreciate the benefits of the development of community spirit through festivals and other public gatherings of a local nature. Those interested in the assimilation of the immigrants coming to this country recognize in the playgrounds the real melting pot of the nation. In playgrounds are found a powerful weapon for fighting the white slave traffic. At the playground is developed in the child the civic sense; he learns to live with and get along with other children, and thereby acquires the fundamental training of citizenship.

Money expended on playgrounds is not lost. They meet a typically modern requirement, in that they are good business. They are worth, to the community, in increased efficiency of its citizenry, and decrease in crime and vice, the cost of putting them in and maintaining them. Their preventive effects have already been amply demonstrated.

#### IDENTIFIED WITH SCHOOLS.

Recently has grown up a disposition to link the playgrounds more closely with the schools. It is parallel with a movement that is making of the schoolhouse the

civic and recreational center of the community. Less and less are playgrounds the work of private organizations and endowments, and more and more are cities and towns putting the public moneys into the work of caring for the play needs of the children and the children's parents.

Dr. Luther H. Gulick declared after three years of investigation that sixteen per cent of the children who drop out of school while in the grammar grades do so because of ill health and relievable physical deficiency. He declares such children progress nine per cent more slowly than healthy, normal children in their school work. The work of the playground would seem to be more important to these children than the work of the schoolroom itself.

But over and above this is the direct educational value of play itself. The game has a benefit for the mind and the spirit as well as for the body, and so has its important function to perform for the most robust child, just as truly as for the sickly.



A period of unmixed joy at a municipal summer camp, on the beach, Los Angeles county, California. Barefoot American boyhood is not only being fed at nominal cost, here, but is learning the fundamental lessons of citizenship, in this democratic contact with his fellows.

### III.

## THE MOVEMENT IN CALIFORNIA.

California, in company with other States of the Pacific coast, has done much toward adequate playground provision; very much more remains to be accomplished in the future.

The roster of cities that have made serious efforts along this line is considerable. San Francisco has spent well over a million dollars in developing a system of seven playgrounds. Oakland began in 1909 with two small school playgrounds, and now has ten good centers, five in parks and five in school yards. Los Angeles had the first municipal playground commission in the United States, and up to January 1st, 1911, had expended \$137,000 for the work. The commission has supervision of thirteen play centers, in addition to a site of fifty-three acres secured this year, which is to be made one of the most complete recreation grounds in any city in the United States. Berkeley, Sacramento, Stockton, Chico, Marysville, Riverside, Redlands, Pasadena, San Diego, Eureka, Fresno, Yuba City, Watsonville, and Santa Monica are among the other cities of the State that have been active along this line. Seashore and mountain camps are becoming popular, extending the field of activity to rural districts.

It has come, moreover, to be recognized that the need for supervised playgrounds is not confined to the larger cities, but extends to the smaller city and even to the rural community.

### EDUCATING LEADERS.

A crying need in playground work is for the efficient and trained supervisor and leader, who must be a combination of the athlete and social worker. Directed or supervised play is necessary.

To meet this need for competent play leaders, normal schools and universities are putting in courses that are more and more nearly touching the practical want. While only about half the normals on the Pacific coast have done so, four of the California state normal schools have equipped model playgrounds and are training pupils for the work.

Recognition of the need is being given by the universities of the coast. The University of California, following up the great success of a course in plays and games, given at the 1911 summer school session, has greatly enlarged the course and the number of instructors.

However, the need for trained leaders has so far outstripped the supply that three cities of the coast, *i. e.*, Seattle, Portland, and Los Angeles, have put in training schools of their own and are operating them successfully.

### PLAY AS EDUCATION.

A committee of the California Teachers' Association, in a report submitted early this year, said: "One of the significant developments of the movement is the awakening of educators to the importance and significance of play in the educational development of the child. In Alameda, the Board of Education by order made plays and games a regular part of the school activities, and required certain of the teachers to actively take part with the children in their plays and games. This has been attended with wonderful results. School architecture is also taking



on marked changes to meet the growing idea of the schoolhouse as a community civic, social and recreation center."

After a summary of educational work along playground lines on the Pacific coast and particularly in California, the report continues:

"The private association is rapidly passing out of existence as an active force in this development. The municipal commission idea is growing stronger and stronger and is rapidly developing into the larger idea of the Public Recreation Commission. The most remarkable feature of the whole development of the past three years, however, has been the sudden awakening of the school systems of the various cities and towns and even of the rural districts of the State. There are several reasons for this and the prospect is that the school system is likely to be the dominant factor in the playground development of the future in all except the very largest cities, and even in these, the backbone of a system of municipal playgrounds will be the school playgrounds. With the rapid development of the schoolhouse as the social, civic, recreative center of the people, the importance of the schoolhouse as a factor in the playground and public recreation scheme of a city or town or a country district takes on still greater significance.

"Aside from the social possibilities of the school playground and the school building, to educators the educational power of organized play and games in relation to physical growth, mental development and character building is too potent a force to be longer neglected as a vital part of the scheme of public instruction."

#### NEEDS IN CALIFORNIA.

Needs of the playground movement in its relation to the schools of California are outlined in the report as follows:

1. A better understanding on the part of school workers and of patrons of the movement, and of the significance of the movement as an educational power and as a great constructive social force.
2. Teachers prepared to act as leaders in plays and games with the children.
3. Professional leaders in play and recreation, for the cities.
4. Larger area for school grounds. "Many schoolhouses are now being erected upon plats of ground entirely inadequate."
5. Careful collection and study of data relative to the development in all its phases. "It has been eight years since the first playground commission was established by a municipality in this State. Within that time, the movement has spread with remarkable rapidity and has taken many different forms. Within that time has developed the large idea of Public Recreation, involving the question of proper opportunities for the right use of leisure, not only of the children, but of all the people. The schools are looming large in this new idea, but certainly no one is prepared to state with surety just what form of organization can handle this new form of public activity. All of the facts need to be collected and studied."

To meet the need for more school play space, playground people of California are planning to bring before the legislature a bill fixing the minimum size of school grounds at 100 square feet per pupil.



## IV.

### WHAT IS A PLAYGROUND?

A playground is a place to play. But, it must be more than that, else the children will not be attracted and will not come; and it does not secure the desired results. A playground should have apparatus and equipment, yet even such a playground does not secure large attendance of children and may become a public nuisance. A third factor — supervision — is an essential. In fact, the three, space, equipment, and supervision, are necessary to the playground in its perfection; the first and the last are essentials.

The need for more space is easily recognized. The school playground, the street and prim parks with inviolable grass have been too often the only play places for the children of cities and towns. In most places school playgrounds have been entirely unsuitable in size. Only the simplest games or no games at all could be played. Advanced educational thought is now heartily for roomy school grounds everywhere; a standard has been fixed at thirty square feet, at the very least, for each pupil. The size of municipal playgrounds can be determined by no such standard, of course, but a committee of the Playground and Recreation Association of America, in a recent report, set two acres as the minimum.

#### CHOOSING THE EQUIPMENT.

The proper equipment and organization of a playground is a technical matter that will naturally be shaped by the leader or director in charge of the work. There are numerous experts now at work in the State, who may be appealed to for advice or assistance, such for instance as C. B. Raitt, director of the Los Angeles city playgrounds; Bessie L. Stoddart, president of the Los Angeles Playground Commission; L. H. Weir, field secretary of the Playground and Recreation Association of America, with Pacific coast offices at 1058 Phelan Building, San Francisco, Cal.; Max L. Stone, director of the Q-street playground in Sacramento, and others.

The following pieces of apparatus are almost universally used and may be regarded as standard equipment at present:

The sand bin, for the little tots. It consists of a sheltered and protected space enclosed like a flower bed and filled with clean sand. Many fascinating activities center about it.

The slide, for the next size of children. Its great advantage is that it can be used continuously by any number of children. Many of the best pieces of apparatus for individual use are practically worthless for the playground, because they can not be used by large numbers at the same time. The slide furnishes exhilarating exercise in rapid succession and is perhaps the most popular feature of the playground.

The horizontal bar, for boys of all ages and conditions is probably the most useful apparatus of all. It should be adjustable in height and should be underlain by a bed of sawdust or other elastic material to avoid accidents.

The swing is probably the most common piece of apparatus in the play of small children everywhere. It is also one of the most dangerous, and, as generally made, one of the most unsightly. The swing frame should be of steel gaspipe, 3 inches in diameter if threaded or  $2\frac{1}{2}$  inches if made with solid joints. The whole should be well braced and set in concrete about  $3\frac{1}{2}$  or 4 feet deep. The swings for a

school yard should not be over 8 or 10 feet high. The tall swing takes up too much room, is preempted by the larger children, and is too dangerous. The swings should be placed in the most retired corner of the yard and parallel with the fence, where the other children will not be struck. People are apt to fear that the children will be hurt by falling out of the swing. This rarely happens. The real danger is to the child who is running by. If two children are standing up in a swing and swinging hard and another child runs by and is struck in the side of the head, he will certainly be seriously injured and may be killed. In some places the swings are fenced off, so as to prevent this. A piece of rubber hose is sometimes nailed to the side of the swing board, so as to deaden the blow if a child is struck. For the school yard it is best to have as light a swing as possible, because its momentum is not so great in that case, and it is easier to put out and take in. A wooden board and ropes are to be preferred to an iron seat and chains or links.

Seesaws, ladders, parallel bars, wooden horses, swinging rings, giant strides and other things of the kind can be added to the apparatus when room and funds permit.



Gardening is one of the most pleasant and helpful activities of the playground.

There should always be generous provision for active games and room reserved for gang plays in every decent playground. The lively sports, requiring running, jumping, striking, throwing, all under the exhilaration of the contest and out in the open air, are much more beneficial in every way than the cold and artificial exercises of the gymnasium, much better than anything carried on by means of formal apparatus. The real function of the playground is to furnish opportunity for the natural sports and games of American youth. It is absurd in California, the land of sunshine and outdoor life, to have indoor gymnasiums, or to shut away the free air of heaven from any of our forms of bodily exercise.

Every effort should be made to provide a ball ground, not only for boys, but for girls. Tennis and basketball are splendid. Volley ball, indoor baseball, tether ball,

are excellent expedients for restricted space. Running tracks and jumping pits may be provided. Swimming and wading pools add to the zest and interest.

When the playground merges into the community recreation center, the scope of equipment becomes truly vast, and almost as varied as the public life of the people.

#### USE OF THE SCHOOL YARD.\*

"In a number of school systems of my acquaintance," says Henry S. Curtis, in a recent bulletin of the United States Bureau of Education, "the school yard is used not more than half an hour to an hour a day. The children are sent home at noon. They are not allowed to come in the morning until just before school, and they are required to go home as soon as school is out. The thought has been apparently to use the school grounds as little as possible. We are getting a new conception of what is desirable, however, and the whole tendency is toward wider use. I am personally inclined to think that the next ten years will see the use of all suitable school yards quadrupled. This is coming through the rapid extension of the summer playground, through its supervision after school and on Saturdays for the same purpose, and in its continuous use throughout the day for the play of different classes. I expect the next great extension of its use to be as a playground at night for the adults and working boys and girls of the community. If the playground is properly lighted, it is possible to make it a delightful place for such games as volley ball, basket ball, tether ball, and even indoor baseball in the evening. If the school furnishes a swimming pool, this will give very nearly the same physical facilities that the Young Men's Christian Association and the Young Women's Christian Association offer.

"For the small child the paramount question is not arithmetic or geography, but physical health. For the six-year-old, two hours in the classroom is probably enough. He ought to have two or three periods in the playground every day. This time may well grow less from year to year until it gets down to perhaps three periods a week. The child needs at least three periods for physical training. Three periods are required in the common schools of Germany, and when we consider that games mean not only physical training, but social and moral training as well, no thoughtful person can well think three periods too much. These play periods should be so arranged that in the larger schools there would be two or three classes in the yard all the time. The regular teachers should play with the children, but there should be a special playground teacher in charge. In the upper classes four baseball and four volley ball teams might well be formed in each class. The girls play both of these games as well or nearly as well as the boys, and every child should be required to play. This will give a good period of physical training in the open air, and the volley ball will be one of the best possible exercises for correcting the stooped and rounded shoulders and the flat chests of the classroom."

#### LEADER ALL-IMPORTANT.

Important as are the physical assets of the playground, the personal element overshadows all else. The personality of the play leader is, at bottom, the one factor that counts vitally. Miss Bessie L. Stoddart, president of the Los Angeles Playground Commission, summing up her wide experience, declared recently: "I

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\* Any one interested in this matter should by all means send to the United States Bureau of Education at Washington, D. C., for a copy of Bulletin No. 16, "The Reorganized Playground."



would say that the success of a playground rests ninety per cent upon the character and ability of the one in charge, letting ten per cent represent the equipment."

The power for good that the right kind of a play leader may exert is really vast. The physical ends to be obtained through the playground may be summed up as strength, energy and happiness in the children. The scope of the social ends that may be effectively reached is as wide as life itself.

Cleanliness is of prime importance. Provision for washing should always be made, personal talks given children who are dirty, and recognition to the children who are neat. Politeness can be taught by example and by encouraging its practice to the leader and to the other children during play, when it is most apt to be neglected. Formation of friendships; obedience to the rules of the games; loyalty to the team; but not unreasoning partisanship; justice in the enforcement of the "square deal"; honesty; truthfulness; courage and determination—all these and others of the qualities needful for the make-up of real men and women can and should be cultivated on the playground even more effectively than in the school.

The director should be a companion; should know as many of the children as possible by name, and be their friend, sympathetic and interested in their experiences and plans, willing to help in all their right endeavors. If he possesses any prowess or skill, it will increase the effectiveness of his example in everything; and, conversely, ignorance of rules or inability to take part effectively in any playground activity will decrease his influence in everything.

Thus, a prime need of the movement to-day is for trained leaders, thoroughly equipped in a technical way and by nature fitted for the social side of the work. There is necessity for capable men and women to mold best results from the materials put in their hands, by this swift and sure campaign for the uplift of humanity.

The children must play. Give them the opportunity to do it well. To withhold it is dangerous to the State.





## A HIGH SCHOOL SWIMMING POOL

### How Enterprise Improved Life for One Community



Escondido High School swimming pool, built through the enterprise of principal and pupils, being used by the girls of the school.

We usually think of a swimming pool as a theoretical affair, very far away from the public school. Yet, here is a picture of a pool that is in operation to-day at the Escondido High School, in San Diego County. The girls are taking a swim, in charge of their teacher.

The pool is the result of an idea conceived by John H. Crippen, then principal of the school, when he one day accompanied the boys of the school to a makeshift "swimming hole" in the river, where they were accustomed to congregate. Mr. Crippen got the boys and girls interested in the idea of the swimming pool, so that they donated about \$100, and themselves did the work of excavation during noon recesses and on Saturdays. The trustees of the school gave about \$300, and one of them secured a donation of \$100 in water stock.

The pool has been a great success in every sense. The children helped in making rules, which they afterward enforced, such as a provision for shower baths before using the plunge, and careful safety regulations.

The pool was built practically without capital, in decomposed granite soil, on top of a hill, and in a region where water costs money. The water drawn from the pool is used for irrigation, so there is no loss. An equal amount of enterprise could make the school swimming plunge common in California, instead of a rarity among rarities.

## TAMALPAIS CENTER

### A Country Club for All the People

Imagine a country club for all the people. Picture a spot made the center of the recreational life of half a dozen cities and towns, and a wide country neighborhood. Think of those communities in time linked by a close bond of civic interests, developed through a playground that is set down in the midst of fields, hills and woodland. This may help you to a conception of Tamalpais Center, and its probable future.

Twenty-nine acres of beautiful, hill-girt country land in an attractive little valley in Marin County are now being used solely for the purposes of recreation. The land, with a modern concrete building in the California Mission style, and an equipment of apparatus and athletic grounds comprise the Tamalpais Center, located at Kentfield. Patrons of the place come from all the lower half of Marin County, and the holiday crowds it attracts are drawn from the entire Bay region.

The Center was organized on May Day, 1909, as a result of a gift of twenty-nine acres from Mrs. A. E. Kent, wife of the California Congressman. It is controlled by a self-perpetuating corporation, but is now leased for a term of two years to a club of progressive women, who manage the place. Every department is free to the public. A trained woman playground leader has charge and supervision of activities.

These activities comprise dancing, lectures, dramatics, folk dancing, art classes, religious study classes, and the athletic and play features. A ballroom, theater,



Crowd collected at the clubhouse, Kentfield, on the occasion of a May Day festival. Thousands flock to see the children play on these occasions. The suggestion of life and color is borne out in the original of the picture.

clubrooms, gymnasias indoors and outdoors, athletic field and running track, ball courts, baths, and every modern apparatus are included in the equipment.

The clubhouse is unusually complete. Its floors are large and of the best materials; the stage and scenery all that are necessary for a first class, if small, theater; the club rooms cozy though roomy, with huge open fireplaces to give a fine suggestion of comfort; the dressing rooms completely furnished; the kitchen roomy and fitted out with every essential and convenience. The athletic fields are so well suited to their purpose that they are used by the schools of the county for their principal games and field sports.

Tamalpais Center is a novel experiment. Very much is expected of its future development by men who are most interested in problems of civic improvement. Now, it seems to lack a supporting public. But it is believed that with increase of population that is bound to come as years go by, the public value of the Center will increase immeasurably, and that it will not only become a public property of the first importance, but also a notable monument to the public spirit of its donor.



A typical scene at the Tamalpais Civic Center, Kentfield, showing the apparatus in use by beves of children who have come from far and near. Note the line waiting to use the slide, which is probably the most popular and useful piece of equipment in any typical playground.



## A SUNDAY SCHOOL PLAYGROUND

### Life - Giving Plan Supplants Traditional Graveyard

Walking along a street in San Francisco one day, I happened to spy a lot of children having a grand time playing in a church yard. Over the gate was the hospitable and inviting placard shown in the picture.

Isn't this a contrast to the traditional church yard? Better a place of light and life for the children than a burying ground for the dead.

This unique idea originated with Mr. Rolla V. Watt, one of the leading citizens of the city, who gives the following brief account of it:

"Rather than allow this valuable corner to lie idle we decided to institute a children's playground for the benefit of the neighborhood in which we were situated. You will recall that while this was largely a residential section prior to the fire (of 1906), since that time no residences have been reconstructed—boarding houses and apartment houses abound, and such dwelling places do not afford any opportunity for the recreation of the children housed therein. This playground, therefore, proved to be a boon to that neighborhood, and will continue to be in operation until we are in a position to complete our church building."

(E. H.)



Novel invitation to enter a city churchyard.



# BOOK OF CALIFORNIA



Second grade "playground ball" at the Chico Normal Training School. "Playground Ball" is an adaption of regular baseball suitable for small spaces and crowded playgrounds. It is played with a large, soft ball and the bases are only half as far apart as in base ball. It is a splendid game for boys and girls and should be provided on all restricted play spaces.

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